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ABSTRACT

In 1970, the Western Regional School Desegregation Projects (WRSDP) was requested by the Association of California Intergroup Relations Educators (ACIRE) and the Bureau of Intergroup Relations (BIR), California Department of Education to prepare a training program for intergroup educators in the Western region served by the Health, Education, and Welfare Office of Equal Educational Opportunity, the program being planned jointly by the Information Dissemination Module of WRSDP and the University of California, Riverside, University Extension. The program was structured as an extension credit course: Theory and Practice in Implementing Change to Achieve Integration of Schools. Community Resources Ltd., Ann Arbor, Mich. (CRL), developed and presented the program, the training sessions running from April through November, 1971. Twenty-four school districts in California, Nevada, and Arizona participated in the training sessions. Evaluation and documentation was conducted by WRSDP and CRL, both informally during the training sessions, and formally by structured and open-ended questionnaires. The triad of volumes of the full report, of which this booklet is Volume 1, capsulate the activities of those who attended the training sessions. The four chapters of Volume 1 focus on project purpose and design, issues, problem identification, and clarification of values. For Volumes 2 and 3 of the report, see UD 012 833 and UD 012 834 respectively. (RJ)

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PREPARING FOR SCHOOL DESEGREGATION:

A TRAINING PROGRAM FOR INTERGROUP EDUCATORS

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Volume I

June, 1972

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PREFACE

Late in 1970, the Western Regional School Desegregation Projects (WRSDP) was requested by the Association of California Intergroup Relations Educators (ACIRE) and by the Bureau of Intergroup Relations (BIR), California Department of Education to prepare a training program for intergroup educators in the western region served by the Office of Equal Educational Opportunity, Health, Education and Welfare. The program was planned jointly by the Information Dissemination Module of WRSDP and University Extension, University of California, Riverside (UE-UCR). It was structured as an Extension credit course titled "Theory and Practice in Implementing Change to Achieve Integration of Schools."

Community Resources Limited, Ann Arbor, Michigan, (CRL) was contracted to develop and present the training program. Dr. Mark Chesler, who had previously been commissioned by HEW to prepare a series of manuals on school desegregation, was selected as the Project Director. In addition to Dr. Chesler, four other staff consultants from CRL were appointed project trainers. These were Dr. Alan Guskin, Provost, Academic Affairs, Clark University, Worcester, Massachusetts; Dr. David Sanchez, Jr., Assistant Professor, Ambulatory and Community Medicine, University of California, San Francisco and member of the San Francisco Board of Education; Dr. Morton Shaevitz, Dean and Director of Counseling and Psychological Services, University of California, San Diego; and Will Smith, Dean of Student Affairs, University of California, San Diego. Mark Chesler is Associate Professor of Sociology at the University of Michigan.

The three consultants from California furnished a knowledge of local problems and policies as well as considerable experience in school and community organization. Dr. Chesler and Dr. Guskin had extensive background in research and the sociology of institutional change. The combination provided a multi-ethnic, multi-racial staff with a diverse set of practical and intellectual skills and resources.

Including planning and follow-up the program spanned a year in time, the training sessions actually running from April through November, 1971. It was supported and monitored by WRSDP and UE-UCR staff. Three consultants from the BIR attended regularly. Twenty-four school districts in California, Arizona and Nevada participated in the training sessions.

Screening into the Program was made by ACIRE, BIR and WRSDP with the final selection reserved to CRL. Each intergroup specialist who participated was required to identify a key school person in his district to be his or her teammate at the conference sessions.

The objectives of the program were agreed upon by Dr. Chesler and Dr. James Hartley, Coordinator of the Information Dissemination Module of WRSDP and Dean of University Extension. The training sessions were administered by Dr. Kathleen Siggers, Program Coordinator of the Information Dissemination Module.

Evaluation and documentation was conducted by WRSDP and CRL, both informally during the training sessions and formally by structured and open-ended questionnaires completed by the participants. All sessions were taped by WRSDP. The transcripts from these tapes formed the base for the final evaluation and for the publications that have resulted.

In December, 1971, WRSDP published a presentation made by Mark Chesler to the Intergroup Educators Training Program. This paper was

also published in the Fall issue of The Journal of Applied Behavioral Sciences.

The triad of bulletins in the present publication is a final contribution to the program from the CRL training team. These three volumes capsulate the activities experienced by those who attended the training sessions. They deal succinctly with the how-to of "implementing change to achieve integration" in both "theory and practice." The bulletins should be a valuable addition to the resources available for helping schools and communities move through the difficult tasks of desegregation and integration.

WRSDP considers it a privilege and a pleasure to be able to conclude one of its major Title IV projects with such a worthwhile documentary. Congratulations are due Community Resources Limited.

A special thanks is extended to the Training Program members who shared their rich, intercultural experiences and their capacity for openness and honest appraisal with the program staff and with each other. A list of the individuals who participated and the school districts they represented is included in this publication.

--Kathleen Siggers
Editor

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CHAPTER I

PROJECT PURPOSE AND DESIGN

There is a growing body of information and experience with regard to the desegregation of American schools. Although our national experience with this educational arrangement is not very substantial, legal and political pressures as well as educational convictions have encouraged a great many school systems to experiment in this direction in the past few years. Recent literature on the moral and educational imperatives of desegregation as well as studies on its effect have begun to appear in scholarly and public journals. One of the most pungent observations about our recent and growing experience, is that few people have really anticipated the actual potentials and problems of desegregated education, and few educators, students or parents have laid the groundwork for very effective programs of school desegregation.

Western Regional School Desegregation Projects, University of California at Riverside, in conjunction with Community Resources Limited, has designed and conducted a program to advance our information, knowlege and planning of school desegregation processes. The basic purpose of this program has been to help narrow the time lag between local political or court mandated desegregation--physical mixing of races--and school integration--positive interracial relations and academic achievement in racially mixed classrooms. The purpose of the current project was to train persons who are actively engaged in the planning of school desegregation in California and other areas of the Southwest to act as consultants and school change agents, in directing workers in local schools and communities to promote school desegregation and integration and to improve interracial relations. Quite admittedly this was to be consid-

ered a pilot program in the area.

Recruitment was targeted upon the Association of California Intergroup Relations Educators and the primary role of personnel recruited for this project were as local desegregation staffs and human relations officers of school systems. In order to ensure a variety of skills, talents and resources present in the training program, and in order to prevent abstraction of the program from the realities of daily roles and school situations, it was decided that each school desegregation officer or human relations official attending the training program would be required to bring with him as a co-participant, a community member, teacher, administrator or board member from his system. Thus those two people, and in some cases three, would constitute a local team from their school system who would consider and plan for local change in racial relations in schools.

Within the context of this population and the broad goals stated above, our more specific purpose was to prepare the participants to be effective school change agents--intergroup relations specialists who could work autonomously to diagnose, design and begin implementation of: school change programs, teacher and administrator training events, community school problem-solving sessions, student initiated reforms, innovative curriculum, anti-racism projects at all levels and organizational development programs. We recognized at the outset that some participants would come out of the program able to implement these objectives. Others would make progress but probably not attain a complete degree of success. Hopefully, they would know something about their increased talents as well as limits and how and where to get help for program implementation. We also understood from the beginning that some participants were likely to resist the training and drop out of the program.

The content of the training program was to include the following nine areas of concern:

1. States of affairs with regard to school desegregation

    a. Our national and regional experience
    b. Problems involved in moving from desegregation to integration--or high quality interracial education

2. Racism in American schools

3. The social and political structure of American schools and of the education profession

4. Alternative programs to support integration; planning for interracial high quality educational systems

    a. Classroom procedures
    b. Retraining teachers
    c. Administrative procedures and structures
    d. Curricula in racism, in change, and in technologic vocations
    e. Governance systems involving faculty and students
    f. School-community advocacy and accountability
    g. Free schools

5. Theory and practice of change-making in schools, including review of strategies based on interpersonal, organizational, community, legal and political bases

6. Developing and implementing change programs in schools

    a. Especially in-service programs for teachers, administrators, students and community
    b. Especially new instructional and governance patterns, including representation and accountability systems

7. Coping with resistance and linking pilot change efforts into total system reform

8. Building support systems for consultants or change-agents

9. Funding sources and other resources

A variety of instructional procedures were utilized to provide guidance and input and experience with regard to these nine content objectives. Some theory inputs were planned, as were reading and writing assignments. Minimal time was to be spent in confrontation groups or sensitivity sessions. Our general concern here was to build a system of social support within which the participants could ask for and give

help to one another when they needed it, and to provide a mechanism by which persons could examine and provide feedback to one another with regard to their styles and roles as change agents. We also planned to include role playing and simulated game sessions as ways of illuminating complex and subtle issues in school system design and practice. And, finally, we anticipated doing diagnostic work about local schools and helping participants conduct diagnoses and derive plans from diagnoses of their local system. The general principle was that a multitude of instructional methodologies would be required to give full respect to the various content objectives and to the personal styles of the diverse participants in the program.

The design for this program was to stretch over a six-month period in 1971, with three, two and one-half day workshops and three, half-day workshops. The two and one-half day workshops were scheduled for late April, late June and mid-October, with half-day workshops in the intervening months of May, September and November, 1971.

The training workshops described are presented in three volumes each dealing with specific aspects of the program. The first discusses the purpose and issues of the project and includes content, problem-solving activites, and a value-oriented simulation involving school personnel confronted by a problem requiring urgent attention.

Volume II centers on the legal and educational requirements of desegregation. The use of force field analyses is described, a subpoena is presented and discussed including reference to recent court decisions, and comprehensive and innovative local desegregation plans are developed.

The final volume covering the third training weekend and its follow-up, focuses on the redevelopment of educational staff and on

political and technical problems of gaining and utilizing support for desegregation, both within the schools and throughout the community.

CHAPTER II

INTRODUCTION TO THE ISSUES

The American concern for racial justice has found one focus in recent efforts to advance school desegregation and integration. Various models of interracial education have been proposed as local alternatives to generations of racial separatism and inequality in schools. Some proposals seem to carry a promise of change toward greater educational quality and equality; others appear to reinforce patterns of racism and low quality education.

In this chapter we review some of the problems and potentials of school desegregation and integration. More specifically, we examine the forces and variables related to integration within the structure and processes of the school and classroom. These are not the only, nor in some circumstances the key, forces in school change. But they are crucial, nevertheless, and they represent a sufficiently broad and powerful spectrum to merit serious attention. Throughout this chapter, our review of scholarly literature and school experience will include various programmatic suggestions for change and innovation that are being and can be tried in schools throughout the nation.

The Human and Social Context of School Desegregation

The impetus for desegregation has been uneven in different communities and regions of the nation. The assumption of broad community support for racial and educational change is dangerous, especially when it is so often in error. Generally desegregation has received top priority attention only in those schools where court orders have required immediate response. But even in such systems change efforts

have focused primarily on planning and reorganizing technical and material resources. Desegregation pioneers have made technically attractive plans for transporting youngsters, rearranging schools and classrooms, and redrawing attendance zones. By and large schools have failed to reorganize the human resources necessary to support the people involved in racial and educational change. Part of this failure starts with the lack of political and judicial leadership at national and local levels. Influential community leaders often do not vigorously advance desegregation, and thus they represent a key loss of political resources. When they offer passive or active support to opponents of desegregation, they represent a formidable barrier to change. Further, when a court reviews technical plans for moving youngsters without requiring plans reordering other human resources it leaves open the option for failure. We applaud those recent court decisions and judicial mandates that suggest rapid technical rearrangement of the schools; but schools must have complementary plans to reorder the human resources of community leaders, teachers, administrators, parents and students.

The school's responsibility for reallocating its resources to facilitate desegregation stems from its original organization of those resources. A school system is responsive to community norms and standards, and community segregation and racism partly determine the shape of local schools. Certainly some school segregation is de facto, caused by socio-economic factors which determine neighborhood patterns. But local school boards, as legal authorities, compound this with de jure segregation in their failure to take responsibility for and correct attendance zones which reinforce neighborhood racial imbalance. Schools thus add their own stamp to local norms and publicly support racism in several ways:

Setting attendance zone boundaries.

Deciding to locate and renovate schools in barrios and ghettos.

Providing easy transfer for whites.

Not encouraging majority to minority transfers.

Employing few minority teachers and administrators.

Setting teacher and administrator standards that favor whites.

Assigning educators in ways that support white control of curriculum and services.

Most discussions of desegregation focus on black-white relations with little attention to the added complexities encountered by brown minorities and by other groups. Spanish-surnamed Americans encounter unique inequities especially in schools in Northeastern cities, in Florida, and in the Southwest. Such issues are highlighted in special concerns of a desegregation order recently adjudicated for Corpus Christi, Texas, by U.S. District Judge Seals. He noted that "a unitary school district can be achieved here only by substantial integration of the Negroes and Mexican-Americans with the remaining population of the district."

Many local desegregation plans further deny some of the real problems of interracial education by assuming educators' technical competence in instructional and administrative arenas. This is not a safe assumption. Teaching students and managing schools involve intense and intimate human and cultural relations. When we assume that someone can take technical competence with one group of materials, students or teachers and apply it to a very different and volatile social scene we make a great error. The problems and possibilities of interracial interaction are new for most teachers and administrators, and they will need special help and preparation to meet this challenge. So will the total community, including

business and civic leaders, government agents, parents and student.

Desegregation and Integration

The focus of much racial change in schools has been primarily on desegregation, or on the physical mixing of students of different races and ethnic groups. This priority is created by the Federal mandate to construct racially heterogeneous or unitary school systems. We have not at the same time attended sufficiently to the definition and realization of integration--high quality interracial education. The concentration on technical problems, of rearranging bodies, overlooks the necessity of reform in human values, attitudes, and resources. If schoolmen focused on such human growth they would need to stress the development and maintenance of stable and positive personal and ethnic identities for students; a black identity for black people, a brown identity for brown people, a white identity for white people, and perhaps something like a new American identity for all. And, they would plan for the possibility of positive collaboration across racial and ethnic lines. They also would try more personally liberating and creative forms of teaching and learning in class. These issues in interracial education rarely have been reviewed or dealt with due to the over-technical set of assumptions and procedures used in most school desegregation efforts.

What does it mean to stress human rather than technical issues? In the school itself students of different races would have to deal with one another in ways that cherish and maintain differences. Educators and community leaders would have to work in interracial groups that involve blacks, browns and whites at all levels of policy making. Typically, decisions about desegregation are made by whites alone, and blacks and browns are excluded from all but the mechanics and effects of these decisions. Thus whites decide what's good for blacks and browns

and how their needs should be met. Differences cannot be cherished at such a distance, and when judged and planned for by one group alone. Integration must begin with integration of planners and system decision makers. The definition of the issues, problems and goals, and the determination of strategies and programs all must be guided by interracial hands.

Working closely with people who are different is a complex human skill that requires a great deal of training and considerable time and energy. This is especially true in a society where few people have even had such heterogeneous experiences. It cannot be done if this is seen as a low priority unworthy of important system resources. Moreover, it cannot be done if educators are unclear about whether and how to exert leadership in this area. If teachers understand their own values and feelings, and if they have appropriate curriculum materials and support, then they can help students move toward integration. If schools are not able to help black and brown and white children learn how to work together then there is really no point going ahead with desegregation and integration.

The question of goals, and of our ability to attain them, have profound implications for strategies of school change. If we are not able to promise better quality schooling in desegregated schools why transfer students? If racial tensions and antagonisms increase in mixed schools, why put students of different races together? If black, Chicano, Puerto Rican, Asian, native American or white youngsters are not to gain considerably from desegregation, why should they suffer dislocation, strangeness and hostility? The social, legal and moral reasons for desegregation are clear but schools must become integrated if improved educational opportunity for all children is to occur.

If we are not willing exert major energy in making a racially

mixed school a positive success in academic and human terms, why bother at all? If we are not prepared to pay for and attain quality interracial education, we may be better off resegregating our schools, concentrating on black, brown and white quality separated education, and hoping that interracial living can be learned later. It would not be a retreat to create segregated high quality systems; that is not where we come from.

At present our schools are neither interracial nor of sufficiently high quality. If we are not going to move to high qaulity interracial schooling, why bother fooling around with mere rhetoric? Students and parents are raising these questions in local schools and communities. When they fail to get clear, positive answers from educators and community leaders, they resist fake change and strike out at an educational system that separates them, oppresses them and finally fails them and their dreams.

The contemporary thrust for local community control of schools reflects these concerns. Affluent white parents and community groups typically have had access to and control over local boards and educational systems. Black and brown communities and poor white groups typically have not had such access, and are now asserting their desires for influence and some control over their youngsters' education. Desegregation which maintains affluent white dominance will be rejected by these minority communities who desire justice and quality more than technical plans and physical rearrangements.

Obstacles to Integration

There are several key areas where the potential for developing human social supports necessary for high quality interracial education has been neglected. If we can identify these areas and build new educational systems that can support change it will make more worthwhile any conversation about

desegregation.

It is highly unlikely that a majority of white Americans are committed in any serious way to interracial education. Many Americans who may agree with the idea of desegregation do not appear to want to pay the price of such change. Talk is cheap and there is a substantial gap between public rhetoric and action.

Even in the face of an executive order and legislative concurrence with national desegregation, there is neither concurrence nor implementation at local levels. There was not a great deal of popular support for desegregation in 1954 or 1960 or 1965. That position has not changed today. Some of the most vigorous white supporters of desegregation are advocating it for others only as they move to ex-urban areas or to private schools. Of course, in some places there is begrudging tolerance, pockets of hope, and even plans begun for helping schools overcome our cultural heritage of racial distance, fear, ignorance and oppression. But the history of racism makes it very difficult for American educators, parents and local politicians to support racial and educational change in the energetic way required to overcome the risks and pains involved.

The failure to provide adequate funds for change is another example of public political resistance to a committed drive for racial justice and school improvement. New programs cost money to invent, implement and maintain. Although funds may not be the key variable, it is an important symbol of institutional commitment or the lack thereof; its absence is depressing and debilitating to those who wish to try.

Another barrier to effective integration is educators' lack of preparation and skills for new patterns of race relations in school. Plans have been implemented consistently without serious consideration of what it really takes to administer and teach in an interracial school. Many

schools have been desegregated without any warning to teachers, and it has happened that a busload of black or brown youngsters suddenly appeared at a previously all-white school on the first school day in September. Teachers have been found standing on the school grounds gazing abstractedly at the bus wondering, "How did this happen?" "Where did they come from?" "Now, what do we do?"

As is typical for adult, white Americans most schoolteachers are frightened by the prospects of interracial education. They often do not know what it is about, what it is going to mean for **them**, and how they best can relate to or help their students. Growing up in a white society, going to a white school and college, and teaching in a white school does not prepare white teachers for the racial consciousness required for effective interracial collaboration. How can we reasonably expect a white teacher to be any smarter, more secure, more esteemful, more talented in dealing with black and brown students than any other white in this country? If whites are having trouble figuring out how to settle their nerves when they deal with blacks and browns, our teachers are going to have the same problems. Black and brown teachers, too, will have to overcome severe barriers to work with white students and with racially mixed classes.

We also have failed to invent and develop new ways of teaching and learning in interracial classrooms. The teaching-learning process is a highly human activity, and any change must focus at least partly on teachers' values and emotions. It is also partly a technical process requiring a complex repertoire of skills in classroom organization and leadership.

Most teachers in most schools have a small repertoire of alternative teaching methods to use under various circumstances. Faced with the

novelty of interracial education, many teachers are without relevant resources. For instance, if one wants to build heterogeneous peer groups that work together across racial lines, one has to know how to form such groups, build group leadership, help groups of students develop a sense of a common task, help students give each other feedback, teach them to divide the labor, and encourage them to report their collective efforts. These are highly complex skills for students and teachers.

Heterogeneous grouping is a good design for interracial classroom work if the teacher has the courage and skill to help students carry it off. There is not much literature available on how to do it, and not many practical suggestions for teachers. For this and other reasons most teachers just do not try it and continue to work directly with a mass of 30 students day after day, hour after hour.

Few school systems have attempted to prepare students for the realistic problems and positive potentials of interracial education. After all, when we ask students of different races to work together in the classroom we are asking them to swim against the tide of the American culture. We are asking them to experience things most adults have not experienced, to do things many adults are nervous about, and to pioneer a break with the past. In that treacherous current we must give them supportive water wings and a strong motor if we expect any movement.

Educators will have to help students figure out how they can protect themselves from peer or parental efforts to make them resist new forms of racial relations. It is fantasy to believe we can do exciting things in school that may make a difference, and that students can go home and not have that difference confronted by opposing traditions. Students must be provided with skills in resisting community pressures for continued segregation and white dominance.

No school, after all, can succeed where a community fails. Without eventual community support for new racial patterns the school cannot last long as a pioneer for racial justice. But most schools are nowhere near that dilemma; few schools have tackled desegregation in a way that suggests pioneership. How to get to that place, and what that would entail, is the main focus of the program described in the following pages.

CHAPTER III

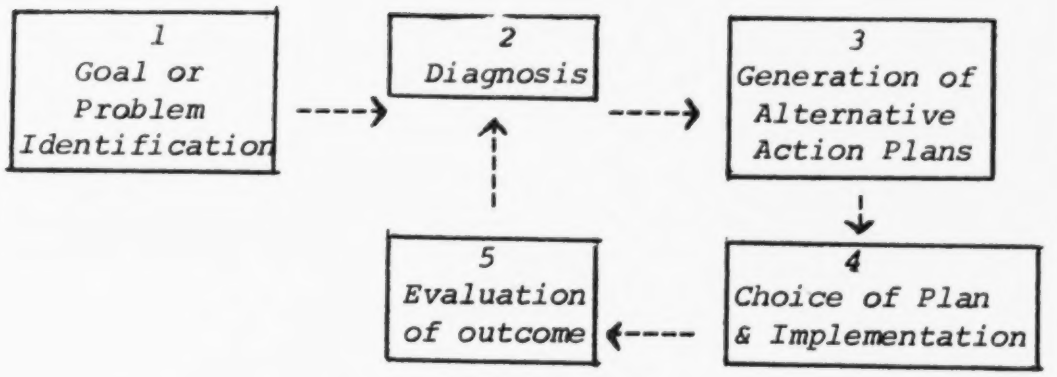
PROBLEM IDENTIFICATION IN LOCAL SCHOOL DESEGREGATION

There is a sequence of steps involved in utilizing a systematic approach to solving problems. That sequence frequently starts with the identification of a problem and proceeds through diagnosis to the development of a coherent and feasible plan. In all such efforts the first step is to identify and specify the major problem or problems of concern. In some cases an effective approach can begin with a clear goal instead of a problem; then the gap between that goal and the current situation is seen as the problem.

After a problem has been identified clearly and specifically a diagnosis should be performed. This diagnosis should be designed to gather information that highlights the current state of the system, and the barriers and resources relevant to work on the problem.

When these two steps have been completed we can begin to develop alternative courses of action or programs to do something differently. When a range of alternatives are available, careful selection can be made of one course of action to follow. At the end of each program of implementation there should be an evaluation, perhaps in the form of a re-diagnosis, that lets us know where we have been and how we have done. The accompanying chart illustrates each of the steps in a problem-solving sequence.

Steps in a Problem-Solving Sequence



What often happens is that one tries to go from Step 1 to Step 4 without thinking about Steps 2 and 3. It is necessary to take a look at all of the complex dimensions of a problem and its alternative solutions before acting. With greater diagnostic information about one's goals, the system, and possible alternatives, better choices can be made regarding approaches to change. The first step, of course, is to state and specify the goals of change and/or the problems currently being experienced.

Each local team attending the Intergroup training program was asked to identify and elaborate two or three major problems related to desegregation in their system. Then one team presented its list of issues to another team, and asked them to act as consultants. The consultants' role was to listen and push for greater clarification and specificity. The outcome of this process was a greater understanding of each system's specific set of goals and problems, both by members of that team and by other workshop participants. Examples of major problems identified by each team follow.

Problem Identification by School Districts

A. Unified School District (K-12)

1. Residential Patterns

   a. Areas that are predominantly black or white.
   b. Prejudicial real estate practices.
   c. Economically not feasible for many lower socio-economic groups (mostly minority) to buy property south of the freeway.
   d. Minority student population reflects racial composition of neighborhood.
   e. Flight of whites and merchants from town.

2. Student resegregation

   a. Students "grouping" along racial and ethnic lines (Black students sit together in tight situations; Chicano students group together (some) in classroom seating and at athletic events; liberal whites and some minority groups; white group in cafeteria).
   b. Sexual and social competition.
   c. Administrators and teachers need to make extra efforts for intergroup education = integration
   d. Resentment carried over from previous fights.

3. Underlying, unresolved feelings about desegregation (by minority and majority groups). Fears of:

   a. Black power (political, physical, economic reprisals).
   b. Mixed marriage.

4. Ignorance--lack of social contact with others--administration needs to learn how to gain support.

5. Need for minority school staff.

B. Unified School District (K-12)

1. One elementary school is racially imbalanced by state standards. Parents do not want this school changed.

C. Unified School District (K-12)

1. How to bring about integration of schools (court and federal legislation) in view of community views to retain neighborhood school?

2. How to get students to "buy" the concept of integration?

3. How to get a plan of integration adopted, when the balance of power in the community is conservative, middle class and the board members are subject to being voted out?

D. High School District (9-12)

1. How to communicate to black communities that equal educational opportunities <u>are</u> being provided their children in the newly desegregated schools?

2. How to overcome the tendency of students to resegregate themselves in a newly desegregated school?

3. How to develop a curriculum that will meet the needs of all students in a desegregated school society?

4. How to prepare staff inexperienced in teaching minority youth to adjust to, or deal with, what they perceive as problems stemming from violence and foul language on the part of minority students?

E. City Unified (K-12)

1. Negative community attitude.

2. Housing patterns.

3. Finance.

F. Unified School District (Totally Desegregated) (K-12)

1. Forty per cent of pupils (mostly black and Chicano) underachieving in basic skills.

2. Institutional racism--low expectancy of minority pupils by school-community.

3. Individual racism--covert, subtle subordination of minority children.

G. Unified School District (K-12)

1. Develop programs to support desegregation and integration.

   a. Inservice of total school community.
   b. Curriculum reform and relevance.
   c. Humanizing teachers.

2. We have community resistance to mandatory busing.

3. A low priority to financing integration problems.

H. High School District (9-12)

1. We need additional minority representation in decision-making roles.

2. We need to develop a desegregation program which takes into account the special problems of our district related to a small minority housed in schools which are dispersed over a wide geographical area.

3. We need money to finance inservice training programs which effectively change teacher-student interaction patterns.

4. We need to devise specific methods of measuring the effectiveness of intergroup programs.

I. Unified High School District (9-12)

1. Getting the Board of Education to adopt a policy statement affirming the district's responsibility to integrate <u>all</u> of its schools.

2. Pending acceptance of #1 above, there is a series of problems, among which are:

   a. The district has no buses and cannot afford them under present state regulations.
   b. Difficulty in getting the 13 elementary districts feeding into the H.S. District's schools together.

J. Unified School District (K-14)

1. How do you integrate a district that includes a majority of ethnic minorities and a minority of whites?

2. Develop a process for planning the desegregation procedure for approximately 100 elementary schools within a six-week period which would possess enough total community involvement

to make the final plan reasonably receptive to the community.

K. Unified School District (K-12)

1. Develop inservice education programs that deal with philosophical change.

2. Develop and implement a pluralistic curriculum.

3. Affirmative action hiring practices for district personnel.

4. Parents want substantial involvement.

L. County School District

1. Developing procedures and approaches for community acceptance of the integration plan.

2. Human relations training for teachers and administrators in implementating the integration plan.

3. Implementation of the multi-ethnic curriculum guides that have been developed.

4. Countering large shift toward private schools.

M. Unified School District (K-12)

1. To increase commitment to integration on the part of school personnel.

2. To reduce feelings of alienation to the school setting of:

   a. Chicano students.
   b. Children from poverty backgrounds.

3. To devise strategies of furthering desegregation (i.e., mixing of students of different ethnic backgrounds).

4. To counter commitment to community schools.

N. Unified School District (K-12)

1. To establish communication in the various communities.

2. School board not ready to move.

3. To improve district planning and teacher competency to make desegregation work.

O. County and City Elementary School District (K-8)

1. Student body election held prior to transfer students arrival.

2. School board elections, 4-1, with a desegregation program going into effect Sept. 1971 and a new board majority against forced busing to achieve racial balance. How can the program be successfully implemented?

3. Different districts have different approaches to the issues. Some districts extend an invitation to our (County) office while others prefer we stay away.

4. Some teachers are sabotaging our efforts.

5. Moving youngsters and adults into a pluralistic society. We have moved the bodies, now we must find ways to let us revel in ourselves.

P. Unified School District (K-12)

1. Administrative, counseling and teaching personnel are not sensitive to the changing nature of the community (population of community, over a 10-year period, has moved from 30% Mexican American to 65% Mexican American).

2. A large number of Mexican American students are failing and do not graduate from senior high school. The number of failures is of a higher ratio than the representative population.

3. How to increase minority staff.

Q. Union Elementary School District (K-8)

1. Implementation of multi-ethnic programs:

   a. Staffing (minority).
   b. Staff and community "training".
   c. Program planning and development.

2. Commitment to genuine community participation--move from lip service to practice.

R. Unified School District (K-12)

1. New School board (conservative).

2. Apathy--staff, students, parents.

3. Anglo-Chicano relations--staff, students, parents.

a. Resistance from sub-group of teachers and administration.
b. Establishment of practices for the assignment of teachers and administrators which will effectively promote equalization of competence in teaching and administration at all schools.

S. Elementary and High Schools (K-12)

1. To bring about an awareness of the purposes of desegregation within the City Schools and the communities which we serve in these schools.

2. To employ greater numbers of minority people so that the percentage of the various minority groups would be more compatible with current student population.

It seems clear from the above exercise that the problems identified most often by workshop participants focused around: (1) the skills and perspectives of instructional and administrative staffs of schools: (2) the curriculum and instructional resources of the schools: (3) the position of parents and community members; and (4) the support anyone could anticipate from chief administrators and the board.

A number of participants spoke to the lack of humanity and ability necessary to carry on a pluralistic program on the part of the teaching and counseling staffs. In some cases the major problem identified was teachers' efforts at actually sabotaging the desegregation program. In other cases mere incompetence or unwillingness to change was noted. In addition to the skill inadequacies and value differences among educators, a number of participants noted that the problem really focused on the low incidence of minority staff members in the schools. Personnel from these systems will have to look at a variety of teacher training programs and a variety of affirmative action plans that stand the best chance of improving particular factors in their school system.

The second issue highlighted often by workshop participants was the

lack of an adequately pluralistic or relevant curriculum. Students who have to deal with an outmoded or inappropriate curriculum simply will not be able to sustain an interest in school. These issues are multiplied by the other problems of desegregation. Participants noting the lack of curriculum as the major problem they face, will need to inspect curriculum innovations and perhaps generate a variety of informal or formal courses in their own schools that speak best to their student and community needs.

The third major problem noted by various workshop members was the existence of community resistance to busing and parental resistance to the change in the schools. Members of both minority and majority communities often are unwilling, it seems, to have their students bused to achieve desegregation. Moreover, many parents seem to feel that they can exercise the greatest influence and control over the school their youngsters attend if it is in their local community. It seems clear that these are major problems in school desegregation. Persons seeking solutions to the dilemma certainly will need to think about ways of attacking the busing problem and also about ways in which parental and community involvement and influence in school can be sustained when the school is not located in the immediate neighborhood.

The fourth major issue raised by a number of participants was the leadership and support for desegregation they may expect from superintendents, chief administrators and the school board. School board sensitivity to local political winds clearly inhibits aggressiveness on the part of many boards for this educational and social priority. Persons seeking to alter this state of affairs will need to develop new kinds of technical and informational resources that can be made available to a board or to system leadership which would help them implement desegregation.

Moreover they probably need to mobilize new political alignments that can alter the current support system that forces community decision-makers to maintain the status quo.

The most difficult step in the problem-solving process often is the first, problem identification or definition and goal statement. This difficulty arises most frequently because of a confusion between symptoms and problems and because of the rush to move directly to solutions. Further confusions result from inadequate or premature diagnoses. Unrealistic time lines, inadequate information and the avoidance of confronting differences among people who constitute a team all lead to inadequate problem identification. Without success at this first step, no effective set of alternative plans is likely to be generated. Once a problem has delineated, and once a diagnosis has clarified the relevant information about the system, a search may be made for alternative solutions.

CHAPTER IV

VALUE CLARIFICATION: EDUCATIONAL ASSUMPTIONS AND PRIORITIES

The process of school change is a value centered process. It is guided by the goals and the priorities of people who make key educational decisions. Any concrete program of desegregation likewise will be guided by the values of those people who design, approve or implement a desegregation plan.

On the surface it is clear that the advocacy of desegregation is an attempt to counter the embracing racism in American schools; thus values about racism and anti-racism play a large part in the generation of desegregation plans and proposals. Often what is not so clear is that desegregation lays naked many other generic problems in schooling, and that any plan for desegregation is based upon a coherent set of values around schooling and learning in general. Thus desegregation plans also are based on people's values about the nature of school and schooling, youth and teachers, classrooms and communities.

It seems vital to clarify and confront the values of all people involved in educational change. Only through a good hard look at our own values and those of others can we know the framework upon which we are relying for the creation of a coherent desegregation plan. The following exercises were developed in order to provoke serious comments and differences among workshop participants around some key educational values with regard to the role of youth and with regard to problems of race in schools. The kinds of views expressed on the following pages clearly will play a large part in the kinds of plans and proposals that are actually developed and implemented in schools.

Dynamics of School Conflict: A Simulation

It is likely that heated conflict will attend most local efforts at school desegregation. In order to provide participants with a common experience related to conflict situations in school desegregation, we decided to undertake a simulation of a school board meeting. Our attempt was to have the intergroup educators understand and feel how and why participants in student-initiated school conflict act as they do. In a simulation exercise a general scene is set and participants are given broad roles to play. How they actually play these roles is up to them.

In this case the following scene was set. A school board meeting was about to occur climaxing a series of events: (1) a high school student newspaper editorial announcing that the main student government goal for the year was gaining greater free speech on the campus, (2) a heated discussion on and off campus about the student "demands," and (3) a community newspaper editorial strongly negative of student goals and recommending the community appear at the next school board meeting.

The school board meeting included an audience of representatives from the administration, parents, teachers, students, the different local newspapers (representing all political orientations), police, and a number of observers/researchers. All participants were asked to volunteer for a particular role and each was given instructions about how they were supposed to behave. Each role group saw only their instructions.

When the board meeting started, the participants quickly fell into their roles. While no extreme conflict developed, the participants did become active and agitated at times. For example, the school board president was totally involved and later reported his anxiety about his role. The students really did yell. The community members did get incensed, and so on. In effect the meeting did emulate a heated school

board meeting and people acted as if they were in the roles they were portraying.

While it is always difficult to assess the effectiveness of a simulation exercise in enabling people to intellectually understand the underlying issues presented, this simulation did seem to have considerable impact on many of the participants. The discussion that followed it indicated that the conflict generated did make people think more deeply about their own reactions to school desegregation, conflict and change.

The simulation design is included below:

HIGH SCHOOL

A Role Playing Simulation
Student Free Speech and School Authority

by

Todd Clark*

The Issue:

In the first issue of the school newspaper of Thomas Hobbes High School, published September 26, 1970, the following article appeared in a front page box.

"STUDENT COUNCIL GOAL: MORE FREE SPEECH ON CAMPUS!"

"During the summer, the student council has met many times without their faculty sponsor. They have just released a statement of goals for the year.

"We have concluded that our major concern during our year in office should be the expansion of students' right to free speech on this campus. To discuss ways of achieving this goal, we are requesting a meeting with Mr. Hunt, our principal.

"We believe that students cannot learn to live in a free society by attending schools that are not free. If, as they say, 'practice makes perfect,' the school should give us a chance to learn

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*Educational Director, Constitutional Rights Foundation, copyright, 1969.

and perfect our understanding of this democratic system under the guidance, not the rule, of adults. If our society wants us to develop faith in the goals of democracy, we must be given a chance to practice some of its freedoms.

"If the changes we are seeking are not implemented, we predict that student discontent on this campus will lead to serious student unrest.

"For the foregoing reasons, we, the members of the Student Council of Hobbes High School, do hereby unanimously ask the administration and faculty to implement the following requests as soon as possible:

1. Establish a campus Free Speech area where students can gather to express their opinions on controversial issues concerning our school and society.

2. Provide regular space in the school newspaper for the expression of student and faculty views on important issues.

3. Abolish school regulations concerning dress and length of hair.

4. Abolish school regulations which forbid the wearing of buttons on campus.

5. Abolish school regulations concerning the distribution of printed matter and the circulation of petitions on campus.

6. Establish an evaluation committee composed of six students (including the Student Body President), two teachers, two parents, and two administrators. This committee's purpose will be to evaluate the effects of the first five recommendations on the educational environment of the school and to make proposals for other needed changes. The chairman of the committee shall be the President of the Student Body.

The Reaction:

The publication of the article in the school paper was followed by heated discussion on and off campus, and several days later by an editorial in a local newspaper which strongly objected to what it termed student "demands." The editorial also strongly recommended that the faculty sponsor of the student newspaper be re-assigned for allowing the article to appear, and that the members of the student council be severely reprimanded for their action. The editorial concluded by suggesting that citizens of the community write and call the members of the school board to let them know how they felt about "turning our schools over to the students."

The Community:

Since the community served by Hobbes High School is part of a moderate-sized, independent school district, consideration of these student requests will involve members of the school board as well as students, faculty, administrators, and parents.

It must also be assumed that there will be conflicting points of view represented within each group.

School Board Members

As a school board member, you are primarily concerned with running the best possible educational system for the least money. It is difficult to tell which priority you consider most important. You favor order and smoothly running schools with a minimum amount of parental dissatisfaction. You were elected by a small minority of the registered voters during a time of apathy over educational matters in the community. You want to continue to represent your community and respond to pressure from your constituents.

In planning your strategies you may want to consider the implications of the following: your job security; concern for your school's and the community's reputation.

Administrators

You are primarily concerned with running a smoothly functioning educational institution with a minimum number of problems from students, teachers, or parents. One of the administrators is an Intergroup Education Officer.

In planning your strategies you may want to consider the implications of the following: your job security; your rapport with the teachers and the students; concern for your school's and the community's reputation.

Teachers

Your primary interest is educating your people in an orderly school with a minimum of discipline problems and disruptive students. You have a strong commitment to a "democratic society," but a variety of opinions about what constitutes "democratic."

In planning your strategies you may want to consider the implications of the following: your job security; your rapport with the students.

Observers/Researchers

You are observers/researchers who have the responsiblity for studying what is going on in the entire simulation. Focus should be on how people are behaving; why they are making the decisions they do; how different groups are reacting to each other and so on. You should divide yourselves such that each group will be observed. You should not participate in any of the discussions or events. You should attempt to act as if you were not present. The function of the observer is as diagnostician of the school system.

You have the responsibility of reporting the events you have studied to the total when the simualtion is completed.

Newspaper Reporters

A group of five newspaper reporters will have responsibility for reporting on the events during the simulation. They should feel free to act as newspaper reporters do: interviewing individuals or groups wherever or whenever they can, meeting as a group of reporters, writing up what they've found. They will report, in a 20-minute presentation--four minutes per reporter--to the entire group after the simulation is concluded. These reports should be newspaper-type pieces. Each reporter represents one of the following newspapers, all newspapers should have a reporter: Daily Herald, Conservative Weekly, The Black Chronicle, Chicano Weekly, and an underground high school newspaper.

Parents

Your educational philosophy and that of the community is shared by most teachers, administrators, and school board members, and is best expressed by this statement:

> "The primary goal of the schools in this community is to prepare young people to take their place as productive members of American society.
>
> "Practical skills are needed for success as well as the ability to follow the will of the majority on most matters pertaining to individual habits and modes of behavior.
>
> "It is also the responsibility of the schools to help students develop a respect for the history and institutions of the United States."

In planning your strategies you may want to consider the implications of the following: school taxes; protection of property; concern for your school's and the community's reputation.

Students

You have a strong desire to participate in matters that seem important concerning your school and society. In particular, you want more free speech on campus. You believe the democratic ideals of American life should be practiced and do not see the difference between yourselves in the school community and adults in the community at large. Some members of your group are also interested in fighting for the interests of their own ethnic group.

In planning your strategies you may want to consider the implications of the following: staying in school; promotion to the next grade; your rapport with your parents.

Police Officers

Police Officers are to respond to requests for help from citizens.

In order to provide a flavor of action involved in this simulation, we include the reports made by the newspapers which were built into the exercise.

Press Reports of the Simulated Crisis

As Reported by the Black Chronicle

Headline: School Board Guarantees Continued Discrimination and Injustice for Minority Students

At an emotion-packed meeting of the Board meeting held at the high school, the board, as expected, flatly refused to even "consider" recommendations from community and student groups.

The gross intolerance and racism often displayed by the board in the past was obvious as time and time again Black and Brown press representatives were forcibly ejected from the heated meeting by the paid "Good Squad"--all white plus a few "Uncle Toms."

The school board was evasive and refused to give specific reasons for their automatic turn-down or failure to consider student demands. At one point, the students walked out of the meeting, but were urged by the Black Chronicle reporter, (who had been unjustly ejected), to return and stand up for their rights. "Stand up and fight!"

Teachers' groups also pointed out that the board is, in fact, racist, with two "Tacos" and "Uncle Toms" representing minority groups. They further charge that the board is power hungry.

Parents groups also made an appearance but were obviously split on issues--an "Uncle Tom" endorsed present board policy and was roundly booed by students and other parents. Near violence erupted several times during the stormy session.

Policemen present at the meeting admitted that a "Tactical Alert Squad" stood ready to put down any rebellion from student or parent groups.

The Chronicle is considering civil suits against the school board for its maltreatment of a press representative who sought to obtain and print the truth.

As Reported by the Chicano Weekly

No Headline

Once again, the "Gabacho" school establishment wielded its repressive power to control and regiment the students of the high school.

In a school board meeting, packed with reactionary parents who supported the flag-waving puritans on the school board, the superintendent was instructed to "study" the rights of the students and consult with the county counsel, students, teachers, parents, etc.

The student body president presented a petition to the school board president showing that teachers, parents and students supported The Free Speech Movement.

In typical establishment fashion the board president chose to ignore the petition. In addition, the school board chose to ignore the pleading voices of teachers and students who asked that the school officials make the necessary changes to make the policies of the school more relevant to the needs of students.

A coalition of parents, handpicked by the administration, and a group calling itself "Peace Officers for Justice" imposed their collective will and reinforced the repressive desires of the antiquated school board.

As Reported by the Conservative Weekly

Headline: Law and Order was Seriously Threatened at the School Board Meeting Wednesday Night

A small dissident group of high school students presented an unreasonable list of demands to the board. Their very behavior demanding "free speech" indicated that they were incapable of handling the situation were the actions approved.

Several board members took positive action in defeating the recommendations of the superintendent and seriously questioned his ability to handle both students and staff.

A teacher at the high school, who was unable to speak at the meeting, stated that the situation should be handled at the high school level but admitted that control of the dissident groups was not possible at this school.

One upstanding principal indicated real problems with about 2% of the teaching staff. That principal needs support from the central office.

Fires in the lavatories and riot situations on high school campuses are clear evidence that many student demands are unreasonable. Outside agitation helped by some "liberal" teachers is apparent in this situation. Capable, intelligent, clear-thinking students were not allowed to speak.

The final action to have an evaluation committee reveals much greater involvement is necessary by law enforcement officers.

This matter and the way our schools are being run demands much greater attention from a concerned community to see that law and order are upheld --that our American democracy shall prevail in this town and that responsible citizenship shall be recognized.

<u>As Reported by Underground High School Newspaper</u>

Headline: School Board Wants No Student Involvement--"Delay Tactics Employed" Say Students--Reporters Ousted

The school board last night at an explosive, uncontrolled meeting employed its usual tactic of sidestepping an issue that is basic to the role of students participating in the decision-making process of our local school district.

The superintendent presented a plan to form a committee composed of parents, students, teachers and administrators to consider the items on a paper prepared by the student council. The student goal was "More Free Speech on Campus." Man! The usual cop-out!

The Board President, by his action of ousting two newspaper reporters trying to "tell it like it is" obviously does not subscribe to the "freedom of speech" and "freedom of press" concepts that are guaranteed us by the Bill of Rights.

Community leadership by board members who stated, "This is all nonsense and they are rabble rousers!" and people who agreed with the students as long as they "don't go too far" do not indicate a true understanding of the democratic process.

Parents in their report took the usual stand of "We are for you kids as long as you are good." Teachers maintain that their remaining silent and not speaking to the issue represented "support." The chairman for the teachers' committee said, "Our task is to establish the leadership role--let them (the students) speak." Students, wake up! Don't let the teachers use you!

Let's get with it students! Take whatever action is called for! Even if it means. . .

As Reported by the Daily Herald

(Editor's note: It is to be assumed that a previous Daily Herald article reported to its readers about the original student council statement. The following is a report of the subsequent school board meeting dealing with the matter.)

The School Board voted last night to establish an evaluation committee to consider a list of six requests made by the Student Council of the high school last week. The evaluation committee, an outgrowth of Item No. 6 in the list of student requests, will be composed of six students, two teachers, two parents and two administrators.

Student council leaders were saying today that the board had changed the intent of the student-initiated evaluation committee in order to suit its own ends, and that it had not in any way dealt satisfactorily with the student proposals.

The meeting last night began with a statement by the Chairman of the Board of Education who announced that the board wished to hear from representatives of the various groups--administration, parents, teachers, then students--regarding the Student Council statement of September 26, 1970. He stated that each group would be limited to a three-minute presentation.

Students immediately objected to the three-minute limitation and to being placed last in the order of presentations. The board voted to allow each group to speak rather for five minutes with Trustee Corona voting in opposition.

The Superintendent stated that he felt the student requests were not unreasonable, and proposed that a study committee be established composed of the Student Body President who would appoint eight or nine students, the Faculty Club President who would appoint teachers and two counselors, and the principal who would select ten parents.

A question was brought up by a reporter from the Chicano Weekly regarding the number of parents as opposed to the number of students on the committee, the reporter feeling the number should be equal. In sympathy, a reporter from the Black Chronicle stated his agreement and was later ejected from the meeting by the sergeant-at-arms when he continued speaking and would not comply with the Chairman's ruling that he speak only when recognized.

At this point the students, in sympathy, walked out of the meeting. However, they returned moments later and asked for a caucus which the Board Chairman granted for ten minutes.

During the break one Trustee termed the matter revolutionary, against the principles of Americanism, and expressed a desire to fire liberal teachers.

Upon reconvening the meeting a representative of a parents' group made a plea to the Black Chronicle to remain at the meeting to listen

and to help effect a reasonable solution. He admonished the students, told them the parents would protect them, but wanted them to be "good boys and girls," and threatened to tell one student's "mama" about that student's behavior. He said that the parents were "for our children" who "must be entrusted to the teachers and administration" by the parents. He expressed support for the superintendent.

In reacting to the list of student proposals, he stated that he was opposed to a liberal dress code and that he was particularly opposed to "long hair" and "hot pants." He was not opposed to the wearing of buttons as long as they were "good buttons." He stated that the parents wanted no underground press, and added that students should make "requests" and not "demands."

Another interested parent declared that his family had come to this country on the Mayflower and asked the Board what it was going to do about the fire that had been set at the high school that morning. A representative of the teachers' group stated that teachers wanted to give the students the opportunity to learn about and to take part in our democratic system. He stated that the teachers supported the students in their proposals. Several other teachers in the audience protested his statements which they claimed were not representative of all teachers.

A representative of the students called the parent spokesman an "Uncle Tom." The spokesman protested that he was not an "Uncle Tom" but that he neither was a militant. He charged that the students were heading down the road to communism. The student told the board that the students did not appreciate the Superintendent's delay tactics, and that the students would not settle for anything less than compliance with their requests. He added that if forced to use other tactics the students would do so and that they wanted a positive position by the board "tonight." He also voiced his belief that adults were listened to when they spoke but that the students lacked a voice which was heard.

One Trustee admonished the Superintendent for his position and moved that the Superintendent instead draw up a student behavior policy. Opposition to his proposal was voiced by a reporter from the underground high school newspaper who was then ejected from the meeting as he had not been recognized and would not comply with the Chairman's request that he cease speaking.

The motion to have the Superintendent draw up a student behavior code was defeated by a majority of the board. The Superintendent again stated that he was not in disagreement with the students' requests, but that he however questioned the process.

Defeated was a motion to comply with the Superintendent's recommendation that a study committee be established that had been amended to include the county counsel in the committee. The board then passed its decision to accept the students' original request for an evaluation committee, but made no decision at this time regarding implementation of the other requests.

Case Studies of Educational Values in Conflict

In addition to the simulation exercise, value issues were highlighted through the presentation and discussion of several case studies of school conflict. The objectives of this task was to provide an opportunity for participants to get to know each other while dealing with real problems and to collect data about themselves that could be used later. Each of the two stories was followed with some questions and extended discussion.

Problem Situation No. 1

On Thursday, February 5, the Superintendent of Schools officially issued a directive to all school-site administrators and staff, requiring that each school "devise ways for promptly (1) involving the community and students in the screening and hiring of teachers and (2) giving students and the community more control in the development of curriculum."

This directive came as a surprise to school officials for a number of reasons. The first and very important element was that the system was located in a predominantly middle and upper middle class community where these policies appeared to have very little support. Discussions of the issues had begun shortly after school started in September between the school board and what was thought to be, or what appeared to be, a well-organized, small, pressure group. At that time the community reaction seemed to be overwhelmingly negative. To prevent the development of large-scale community conflict, it was decided in late November by members of the school board and the superintendent, in conjunction with other city officials, that negotiations over these issues would not be publicized so openly. The result of that decision was that virtually no information about the negotiations was made available to the public or to school officials in general until the mandate was issued.

Each person was asked to write an answer to these questions individually.

1. How much influence should students and community have in screening and hiring teachers?

2. How much influence should students and community have in curriculum development?

The second part of this task required participants to break into peer level work groups. Principals, teachers, superintendents, assis-

tant superintendents, board members, community workers, directors of intergroup relations and human relations officials, all were grouped homogeneously by job assignment. Each group was asked to find a spot in the room and to devise an institutional response to the directive from the superintendent.

The following summaries given by spokesmen for each group were transcribed from the tape recordings made of the session.

Directors of Intergroup and Human Relations Specialists. We had some very interesting things develop before we finally got our heads together. We found out that as intergroup and human relations specialists, we did not all have our heads together at first. Personally, I felt that I was dealing with a couple of right-wing superintendents back there for a while, since many people felt that there should be very little community and student involvement in the final decision. Now this kind of blows my mind, because my personal feeling is that most of us have some type of staff generally made up of people who are in the community. We generally rely on the youth to keep our jobs because when the heat gets going in the school we have to find those cats who really know what's going on and ask them how to put the fire out. So I found it very interesting that many of the people in our group felt that the youth and the community should not be involved in a viable position in terms of deciding who teaches them. To me that means that they feel the young people in the community are not ready to get involved in the final selection. Now there were some people, however, who were on the total opposite end, who felt that we should be dealing in terms of quite a bit of participation as far as the youth or community are involved.

Assistant Superintendents. We spent a great deal of time trying to determine whether or not we ought to dispute the directive or comply with it. And we finally determined that it was directive from the superintendent and that we'd better get with it and comply. We felt that a screening committee composed of an equitable distribution of representation could be developed for the consideration of teacher employment. There seemed to be no disagreement with regard to this. We did, however, consider that it was imperative that the superintendent and the board retain the responsibility of final employment. And then again, a second possibility that we were discussing when called to order was that the community and students and teachers might run various candidates through this screening process and try to gain a consensus before employment could take place.

Principals. We finally agreed that students and parents should be involved, to a large extent, in setting up the criteria for teacher selection. That means, of course, we felt pretty strongly that when it comes to the actual selection of teachers, certificated persons, parents and students should not be directly involved in making the decision on who's hired on the staff. Setting up the selection criteria, going through the selection process, right up to the actual selection,

total involvement is fine! But then there's the breaking point. We also felt students should be totally involved in all aspects because of the learning involved. You can't beat that, because when people are involved in setting up the course content and the selection of courses and all, we all know it's good. If they're the ones to be affected by it, to a large extent, it's good learning process to involve them. I guess that's about the size of it.

Miscellaneous. It's kind of difficult to get a consensus out of a board member, a superintendent, and a personnel man. As you might expect, when we sat down and compared our scores initially, they run probably from one end of the spectrum to the other. I think the difficulty was that we spent most of our time trying to define "influence." What influence? What do you mean by influence? Is this direct involvement in the screening process? I see a few smiles on some other faces, so apparently a few other people played the semantics game, too. But I think our group feels that there should be involvement. And that perhaps we're changing a bit in our attitudes about these things. If we had taken a similar poll, say three years ago, I am quite sure that it would have been different. Where we're talking about involvement in curriculum, really it's the only way we can go and I think all too long we have rejected opinions and feelings of people that we are really trying to satisfy.

Community. We're not very militant, I'm afraid. We want involvement and we want it to represent the community, so we're going to have a mass meeting of all facets of the community and they might elect, then, the representatives to sit on an advisory council to the superintendent, in order to meet the Directive No. 1. All groups would be represented by vote. The people from the community as well as those that are the militant element, all would be represented on the advisory committee that met with the superintendent. We would give moderate support to the directive, I believe. As members of the community we want a common curriculum, but we want that curriculum to be adapted to the needs of individuals and to individual groups. We want history, mathematics, language arts taught in all schools, but if we have a black school, we would like the curriculum geared to our black students, not necessarily the same history for example, that you have in white schools.

Consultants. In our group of about twelve people, we have twelve different ideas of how to proceed and we couldn't agree on anything. We could not even agree on what the situation was that we were facing. Then we couldn't agree that if faced, say, with a school situation we could overcome the resistance of a community that was basically against this way of proceeding. Everyone didn't agree because we had differenct backgrounds and different experiences with community participation. These ranged from situations where community people are participating in changing curriculum to situations where principals are being selected by committees made up of principals, students and teachers. So I can't make a recommendation at this point. I hope that we have an opportunity to pursue this further.

Teachers. We felt very strongly that the community and the students should be involved in teacher hiring and screening. However, we were unable to decide exactly how this should proceed and where the actual point of hiring should take place. There is a conflict between the

administration and teachers' views of the candidates and those of the community--which group would give. We haven't resolved that. We feel it took the superintendent six months to create the mandate. We would like to take a little more time to put together our response. There also was unanimity of agreement that it's essential that the community and the students be involved in curriculum. We think teachers feel very strongly about this now. It is a growing awareness of teachers that our curriculum and our methodology are holding back certain things that should take place in schools. We do want involvement, but we did not have time to talk about it.

Problem Situation No. 2

"After a basketball game in the Hometown High School gymnasium on Wednesday, January 10, around 3:30 p.m. the following incident unfolded. Walt Johnson, a senior basketball player and an outstanding player for the Hometown High School team, fouled out of a basketball game that they were playing. At the time that he was taken from the game, the score was 64-53 with Hometown High School leading. Walt was a black student who had transferred to Hometown High that September along with a friend, Pasqual Martinez. They both had come to Hometown High reluctantly. They were leaving a community they were born and raised in where they had attended both elementary and junior high school, and they were coming into an upper-middle-class community that was notoriously conservative and had a principal who had been labeled publicly "a racist." Both Walt and Pasqual had played on an undefeated basketball team the year before and they both were All-State basketball players.

"At the time Walt was kicked out of the game, the team they were playing was from a community very similar to Hometown High School, and all of the opposing players were white. When Walt was kicked out of the game, he cursed the referee who called the last foul on him, and that created something of a "ruckus." The white members of the audience were clearly provoked by the display of temper, and black and brown students clearly supported him. The final score was 86-85. Hometown High lost by one point and it was a hard loss.

"In the dressing room after the game everyone was very down. The principal, Mr. Robinson, came in to try to lift their spirits. He talked for about ten or fifteen minutes with the other students while Pasqual and Walt were in the shower. When Pasqual and Walt came out, he tried to talk with them and they ignored him. They walked past him to their lockers. They were side by side. The principal started talking to Walt and said, 'If you had exercised a bit more self-control you could have made the difference in that ball game.' Walt visibly tried to avoid him. He turned his head and mumbled something that couldn't be heard. Mr. Robinson tried to get him to repeat it, and when Walt turned his back to him Mr. Robinson took his arm and tried to turn him around. When Walt turned around he said, 'I said, 'Fuck you!' and take your hands off me!' Then Mr. Robinson slapped him! A scuffle started between them and the other players and coach in the locker room rushed to the scene. For about two or three minutes people were pushing each other around. They stopped and Pasqual and Walt took their clothes and walked out."

Each person was again asked to write their reactions to these questions as individuals, first.

1. Should Walt and Pasqual be disciplined? If so, how?
2. Should Mr. Robinson be disciplined? If so, how?
3. Should means be developed in the school to provide support for the minority students? If so, what?

Then participants separated into three racial or ethnic groups, Black, Chicano and Anglo. Three rooms were available for the groups to work in. After the group discussions the following reports were made.

Report from Black Group

"Should Walt and Pasqual be disciplined?" First, Walt should be counseled and talked with by the coach about his language. Both students need supportive help. Some felt that his language is not necessarily negative, taken in the context that blacks suffer under a high level of stress and in many cases their health suffers as a result of not being able to express anger. This is a consideration.

"Should the principal be disciplined?" The principal should definitely be disciplined. It's possible to enter a legal suit. He should be given training. Quite a few people think he should be fired.

"Should minority groups get support?" Schools in the district should provide in-service training and new personnel for that particular school. A close look should be taken at the personnel and transfers and necessary changes should be made.

There was consensus that there ought to be some kind of discipline of Walt, maybe not by the principal, but some kind of discipline by the coach!

Report from Anglo Group

We just eliminated Walt from any discipline because he didn't, as far as we know, do anything very bad. Any action because of Walt's behavior on the floor is up to the coach. If there's any action taken, it would be taken according to ground rules the team and coach have developed for "losing one's cool." For what went on in the locker room, no disciplinary action but some sort of counseling to lead Walt to under-

stand his own feelings and perhaps the principal's point of view, when heads are cool. As far as the principal is concerned, some action needs to be taken. He needs to understand that he "goofed." He needs to be led into some sort of sensitivity training. If it doesn't take and if he is what he is suspected of being, a racist, probably he would be replaced. That was the consensus of our group. There was some talk about responses to so-called "bad language," and I don't think we really made too much of that.

There needs to be support for minority students in the whole area of intergroup relations. Efforts must be made to insure or encourage status positions for minorities in and around the campus to help develop some identity. Also it is necessary to integrate the staff and the curriculum.

Report from Chicano Group

We completely eliminated the part of the area where Walt was playing basketball and they threw him out. We felt that he needed no disciplinary measures in that area. When he came down to the locker room and had that scene with the principal, we also felt that no discipline was needed. However, there was a very much needed program of counseling, understanding and a redirection of behavior with the ulitmate goal of student responsibility for positive behavior.

We said definitely a report should be made to the superintendent and perhaps the board of education. In turn, we would consider the possibility of suspension of the principal, mainly because he should know the emotional state of a student after he had been ejected from a game. He should just stay out of there, period! In other words, if he wants to take over the role of the coach then he should get out of the principalship and go into coaching. Otherwise leave it up to the coach and stay out of the locker room. We indicated that the principal's record should be considered and investigated. Has he been brought before the superintendent for reprimanding before? All these should be considered and if he has a record already, then by all means, get him out of there.

Yes, the students should be supported. An intergroup specialist or someone in that line of work should be available to counsel and support minority group students' activities. He should also devise ways of helping them to communicate their feelings to those in the system in a way that does not get them in trouble. This person should support the students by devising intensive in-service training for all teachers and administrators in this particular school where they do have

Consultant's Comments

In each case we've indicated that unless this principal changed his behavior, we would probably fire him. And the more we think about

what he said and what we've said, we're not talking reality because we probably wouldn't fire the guy. Being as he's already been labeled a racist, we should have already fired him. We move people around and we promote or demote or whatever may be convenient, but we don't do it because of racist behavior and somewhere in the conference I think we'd better get down to reality on that.

Summary

The identification of issues and goals in the desegregation process was the thrust of the initial training activities. Personal and institutional values, and the specific nature of individual system's problem situations are primary concerns from which change is planned.

Discussions of the motivational problems involved in generating local change activities, and reviews of strategies for conducting local diagnoses and for planning local change strategies are presented in the following chapters.

Some of the unique political and educational problems incident to the desegregation process are examined. Careful planning for successful change will have to accompany the issues raised in all three volumes of this publication.